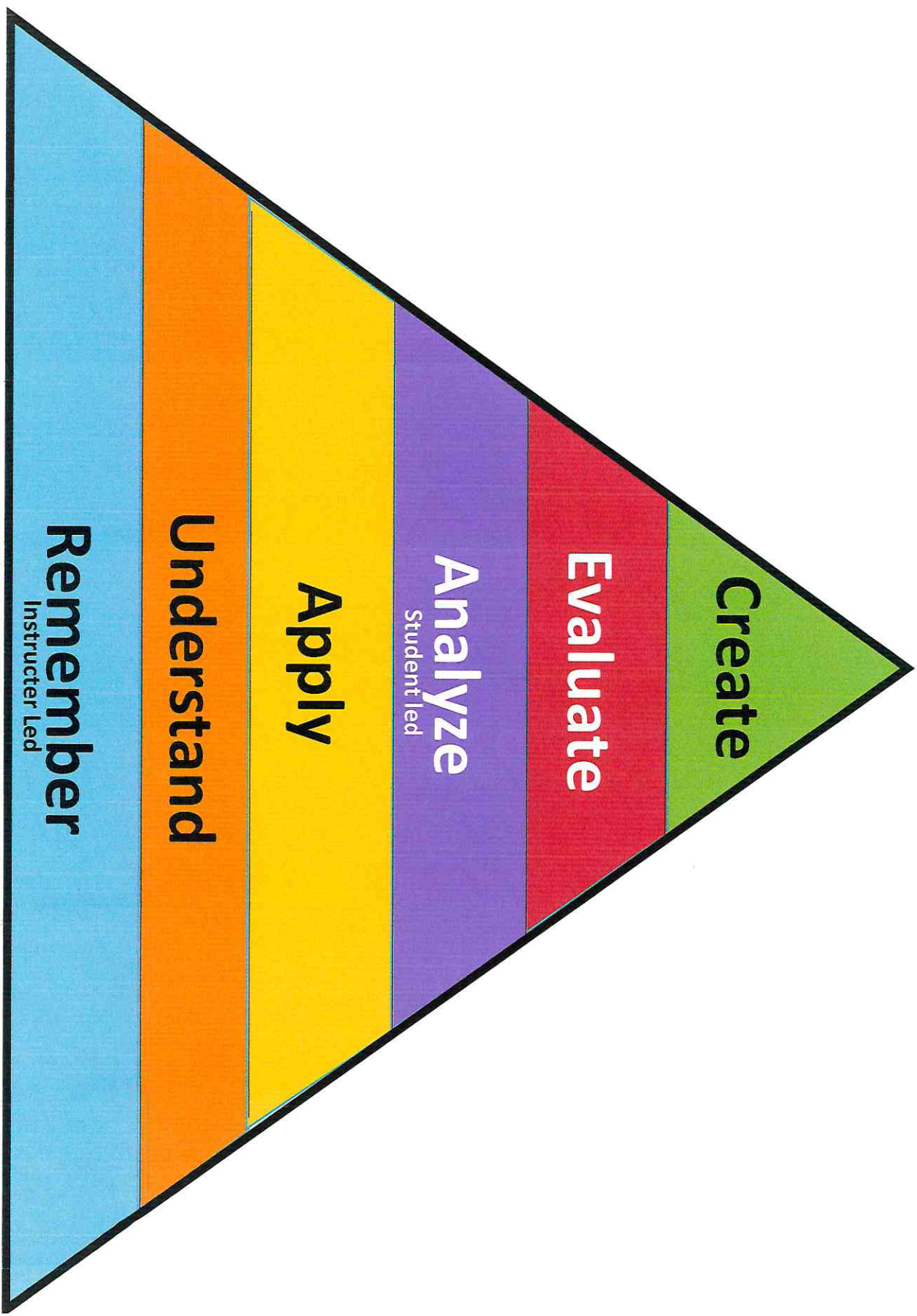


Blooms Taxonomy

Key Words and Question Types



Blooms Taxonomy

Key Words and Question Types

Lowest Levels of Cognition (Teacher Led Learning)		Higher Levels of Cognition (Student Led Learning)	
Remember	Understand	Analyze	Evaluate
Recollection and Remembering	Explain ideas and concepts	Break down and distinguish	Judge, rate, or form opinion
Key Words	Key Words	Key Words	Key Words
Copy Define Describe Draw Duplicate Label List Listen Locate Match Memorize Name Observe Omit Quote Read	Ask Cite Clarify Compare Contrast Describe Explain ideas and concepts Illustrate Infer Interpret Outline Paraphrase Relate Review Summarize Translate	Advertise Appraise Arrange Calculate Classify Conclude Contract Connect Critique Differentiate Establish Isolate Order Outline Select Separate	Appraise Argue Assess Chose Compare Consider Critique Devate Defend Discuss Evaluate Grade Judge Rank Recommend Reframe
Apply	Key Words	Key Words	Key Words
Use the information in new situations	Act Associate Categorize Classify Connect Determine Establish Illustrate Interview Link Schedule Simulate Sketch Solve Show Teach	Appraise Argue Assess Chose Compare Consider Critique Devate Defend Discuss Evaluate Grade Judge Rank Recommend Reframe	Appraise Argue Assess Chose Compare Consider Critique Devate Defend Discuss Evaluate Grade Judge Rank Recommend Reframe
Questions	Questions	Questions	Questions
Can you list...? When did...? What were...? Why did...?	What is meant by...? Explain what is happening... State in your own words...? What is the main idea? Give an example...	How would you use...? What would happen if...? Clarify why...? HWhat would happen if...? What approach would you use?	What is the function of...? What is fact? What is opinion? Why did these changes occur? What where some of the motives...? What is the relationship between?
Key Words	Key Words	Key Words	Key Words
Act Associate Categorize Classify Connect Determine Establish Illustrate Interview Link Schedule Simulate Sketch Solve Show Teach	Appraise Argue Assess Chose Compare Consider Critique Devate Defend Discuss Evaluate Grade Judge Rank Recommend Reframe	Appraise Argue Assess Chose Compare Consider Critique Devate Defend Discuss Evaluate Grade Judge Rank Recommend Reframe	Appraise Argue Assess Chose Compare Consider Critique Devate Defend Discuss Evaluate Grade Judge Rank Recommend Reframe
Questions	Questions	Questions	Questions
Can you design ___ to ___? Can you see a possible solution...? How would you test...? How else would you? Propose an alternative...?	Can you design ___ to ___? Can you see a possible solution...? How would you test...? How else would you? Propose an alternative...?	Can you design ___ to ___? Can you see a possible solution...? How would you test...? How else would you? Propose an alternative...?	Can you design ___ to ___? Can you see a possible solution...? How would you test...? How else would you? Propose an alternative...?

Chart is based on a model by Sarah Stephens at Teacher Tools & Tales

Knowing What You Don't Know Workshop

Annual Effectiveness Report Outline

- I. Narrative
 - a. Preliminaries
 - i. State a purpose for the report
 - ii. State the period of time it covers (Calendar Year, Fiscal Year, etc).
 - iii. Any changes made to the overall template you're using from the previous one (and why the changes were made).
 - iv. Set a deadline to have this completed.
 - b. Chain of Review
 - i. Who prepared the report?
 - ii. Who's their supervisor (next in chain).
 - iii. Who's next in the hierarchy if there needs to be another person).
 - c. Story time!
 - i. What is the stated purpose of the program? Maybe use a mission statement.
 - ii. What are some/any changes that impacted your program?
 1. Use the following format:
 - a. Name/Nature of change.
 - b. Impact it had.
 - c. Resolution/commentary.
 - iii. Did you do anything to strengthen support for your students?
 1. Use the following format:
 - a. Name/Nature of change.
 - b. Impact it had.
 - c. Resolution/commentary.
 - d. Use appendices to present specifics and data.
Nutshell only here in the narrative.
 - iv. Did you do anything to strengthen support for your faculty?

1. Use the following format:
 - a. Name/Nature of change.
 - b. Impact it had.
 - c. Resolution/commentary.
 - d. Use appendices to present specifics and data.
Nutshell only here in the narrative.
- d. Goals
 - i. Review the goals from the previous year.
 - ii. Make new goals. (If Necessary)
- e. Learning Outcomes
 - i. Review the Program Learning Outcomes you assessed last year.
 - ii. State new goals (if necessary)
- II. Learning Outcome Data (Appendices 1)
 - a. Program Data
 - i. Name & Code ID.
 - ii. Degree (CCC, BS, AS, etc.)
 - iii. Who's responsible for data collection/approval (list all)
 - iv. Team members who collated data.
 - b. Learning Outcome
 - i. Name of Outcome
 - ii. Course(s) where assessing took place.
 - iii. Assessment used in those courses.
 - iv. When were results communicated to team/unit?
 - v. How where the results of the assessment used?
 - vi. Continue with learning outcome?
 1. If yes, explain.
 2. If no, explain.
 - c. Repeat both of these above for EACH learning outcome assessed.

Questions? Contact the Big Bad Fin by:

Email: jfinocch@mdc.edu

Phone: 305-237-1782

Mail: Srsly? Lolz.

